



# Tool for the Narration of Critical Incidents

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## **Purpose of the activity**

Describe the resources and competences deployed in a challenging and/or problematic incident experienced when interacting with people from a culture different from one's own in your own life context (university environment, work context, consecrated life community).

## **Methodology**

The activity uses the methodology of practice storytelling. Initially, the participants are asked to narrate in written form and in detail an incident experienced in a multicultural context; subsequently, they are asked to reflect on the intercultural competences implemented to deal with the situation described, i.e. thoughts, emotions, actions implemented in the interaction with one or more people belonging to a culture different from your own.

## **Stages, timing, and procedure**

TIMING	ACTIVITIES
<b>First Stage: Narrate a challenging event or situation</b>	
30 minutes*	<ul style="list-style-type: none"> <li>Identify in your life experience in the multicultural educational context in which you are embedded (living community or university environment) a single incident you experienced as challenging that relates to the interaction between you and one or more members belonging to a culture different from your own.</li> <li>Once chosen, please describe it in detail using the attached form.</li> <li>Once finished, kindly send your story by e-mail.</li> </ul>
<b>Second Stage: Reread and enrich your story</b>	
15 minutes*	<p><i>If necessary,</i></p> <ul style="list-style-type: none"> <li>Based on the reply you will receive by email – in the light of the comments and any follow-up questions sent to you – revise your narrative, enriching it with details, to make it clearer and more comprehensive.</li> <li>Once finished, kindly send your narrative by email.</li> </ul>
<b>Third stage: Analyse intercultural competence</b>	
15 minutes*	<ul style="list-style-type: none"> <li>Reread the final version of your narrative, identify one or more skills you implemented in the challenging and/or problematic situation you narrated and write them in the space provided.</li> <li>Describe the resources you activated, i.e. the knowledge, skills and internal dispositions (attitudes, values) you put into action in the situation.</li> <li>Afterwards, if you wish, you may also fill in the section 'Any remarks'. Finally, assign an evocative title to the narrated event, which is representative of the listed competence(s).</li> <li>Once finished, kindly send your narrative by email.</li> </ul>
<b>Fourth Stage: Submit final version</b>	
15 minutes*	<p><i>If necessary,</i></p> <ul style="list-style-type: none"> <li>in the light of the comments and suggestions provided to you by email, revise your 'Form', draft the final version and kindly send it by email.</li> </ul>

\* The requested work must be completed no later than 1 week from the date of receipt of the reply email. The time indicated in the first column is only an indication.

**Sheet to be completed in two or more stages**

<p><b>DETAILED DESCRIPTION OF A CHALLENGING INCIDENT OR PROBLEMATIC EVENT YOU EXPERIENCED IN A MULTICULTURAL CONTEXT</b></p> <p><i>Describe the situation in detail, dwell on concrete details and avoid generalisations; describe the context in which the incident took place and explain how it happened; dwell on each stage; describe your experience and possible interpretations of the event (yours and those of the people involved).</i></p>	<p><b>First stage</b>  <i>The following questions can help you clarify and describe the situation:</i></p> <ul style="list-style-type: none"> <li>• When and in what context did the episode occur? <i>Please describe briefly.</i></li> <li>• Who are the persons involved? <i>Describe the protagonists, clarify their role and, if necessary, state whether other people witnessed the event.</i></li> <li>• What happened? <i>Describe the event by detailing what happened at the beginning, during and afterwards.</i></li> <li>• What did you think? What did you feel? How did you behave?</li> <li>• <i>Tell your thoughts, your emotions, what you said and/or did.</i></li> <li>• What meaning do you attribute to the event? <i>Please explain what the event meant to you.</i></li> <li>• In your opinion, what significance did people from a different culture than yours attach to the event? <i>Imagine how he/she experienced the event (what he/she thought and felt) and describe his/her interpretation of the event.</i></li> </ul>
<p><b>TITLE OF THE EVENT</b>  <i>(you can assign it at the end of the activity)</i></p>	<p><b>Second stage</b>  <i>Write a title, i.e. a concise and effective expression to summarise your narrative.</i></p>
<p><b>CONTEXT, PERIOD</b></p>	<p><i>Indicate the context and period in which the incident occurred (e.g. community of life, or university or work environment...).</i></p>
<p><b>COMPETENCE</b>  <i>taken into consideration</i></p>	<p><b>Third and fourth stages</b>  <i>Write down the main competence you implemented (e.g.: I was able to decentralise, or I understood the other person's point of view, or I was able to recognise my own prejudices...).</i></p>
<p><b>RESOURCES YOU ACTIVATED IN THE SITUATION</b></p>	
<p><b>Knowledge</b></p>	<p><i>Ask the tutor to send you some examples if you need help filling in this line and those below.</i></p>
<p><b>Skills</b></p>	
<p><b>Internal Provisions</b>  <i>(values, attitudes)</i></p>	
<p><b>ANY COMMENTS</b></p>	

\* The module was designed by Enrica Ottone based on the model of the tool used in the research conducted by the team at the Catholic University of Milan through the Research Centre on Intercultural Relations. Cf. P. REGGIO, *La ricerca sulle competenze interculturali di insegnanti ed educatori*, in Id. – SANTERINI (eds.), *Le competenze*, 60.

